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ABSTRACT

Implications of some specific educational trends and their possible impact on the institutional structure of public schools are discussed. These trends are grouped under the categories of public criticism, finance and governance, and labor management friction in the schools. Central in this discussion are the future ramifications of Proposition 13 and similar legislation. A warning is given that not only will education programs be cut back but that the governance of public education will progressively go to administrators who are adept at fiscal management rather than to education experts. Increased flight of middle-class families to suburban schools as friction between teachers and management increases is predicted. (JD)

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TRENDS IN SOCIETY'S DEMANDS ON EDUCATIONAL INSTITUTIONS

By

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NATIONAL INSTITUTE OF EDUCATION

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TRENDS IN SOCIETY'S DEMANDS ON EDUCATIONAL INSTITUTIONS

Laval S. Wilson

INTRODUCTION

In contemplating the topic of this paper, I am reminded of Socrates describing the prisoners of the cave in The Republic.

> ... they see only their own shadows, or the shadows of one another, which the fire throws on the opposite walls of the cave? True, he said, how could they see anything but the shadows if they were never allowed to move their heads?[1]

It could well be that as a professional educator I am so close to the day-to-day activity of education that my vision is blurred. What I perceive as trends or what I perceive as the demands of society may really only be shadows of reality.

The views, therefore, which I present in this paper are the product of my own perception as a practicing superintendent of schools. I do not purport to speak for superintendents throughout the State of California or the nation.

The professional trade periodicals are replete with prolific explanations and analyses of the trends, pressures and demands associated with public education today. All one must do to become quickly conversant about the salient issues is to read a few recent copies of The American School Board Journal, Phi Delta Kappan, Cross Reference, Education Digest, The Harvard Educational Review, Educational Leadership, Today's Education, Urban Education, or The Journal of Negro Education.

It seems clear that in December of 1978 we can point to some very specific trends. The obvious ones are the back-to-basics movement, concern for decline in test scores, Proposition 13,

violence in schools, voucher plans, and tax credit rebates. These issues are not esoteric and are not being relegated only to the pages of professional periodicals and graduate school textbooks. Pick up any newspaper in any part of the country, pick up any women's home beautification magazine in any supermarket, or pick up any of the general home magazines and periodicals, and what will you find? Written in very clear and easily readable, descriptive language will be information concerning the decline of our test scores, the violence in our schools, the voucher plan concept of parental choice, Proposition 13 and school finance, tax rebates, and the need for youngsters to receive more instruction in basic academic skills.

Since the participants at this seminar are well-versed on the specificity of most of these current issues, I see no point in undertaking a review of the literature. More importantly, I would like to share with you my views concerning the implications of some specific educational trends which are now observable and their possible impact on the institutional structure of public schools. I have grouped these trends broadly under the categories of public criticism, finance and governance, and labor-management friction and the public schools.

ATTACK: A NEW FORM OF PUBLIC CRITICISM

Since almost everyone in this country has gone through some type of schooling, either public or private, education is a very pervasive part of the American experience. It seems part of human

nature that once an individual has a certain amount of experience in a particular activity, he is indeed considered to be an "expert." Most Americans have had enough schooling to perceive that they are experts in the areas of elementary and secondary education. Educational researchers have not provided the public with clear data which indicate that desired results could be obtained through the use of specific teaching techniques or teaching materials. Practitioners have not fared any better in terms of developing successful, replicable instructional approaches. Based on such a sparsity of defensible technical evidence, should it be unrealistic for parents and citizens in general to perceive that their understanding of how best to instruct young people in the basics, for example, is as valid as the so-called professionals?

Few citizens have been trained as medical doctors; therefore, doctors do not receive a great deal of advice from citizens concerning the appropriate manner of performing surgery or of suturing a wound. The ministry is another institution which focuses on the needs of society. We don't generally find large numbers of parishioners giving expert advice to the ministers on Sunday morning as to how they should preach sermons or bless the congregation. Most of our American citizens are not trained in law and therefore must seek expert legal advice when they become involved in legal entanglements. I have heard very few of my attorney friends state that they have been inundated with recommendations from their clients as to how to handle legal cases. Lawyers are paid to give advice to their clients and most clients are fairly satisfied with that arrangement.

Satisfaction with the direction of public education is not a widespread phenomenon. I sometimes wonder if the various reform movements and labels that have been associated with education have not been a defensive reaction to the continuing demands by the public that educational institutions be responsive to perceived needs of our youth. Were the worthy ideas embodied in the movements of progressive education, alternative strategies, open education, individualized instruction, the comprehensive high school, or the nongraded school all ill-conceived and ineffective ways of educating American youth? Or were these names given to various approaches as a way of packaging instruction so that the public could better recognize the educational institution as being more responsive to the demands of its constituency? From my perspective, good education by any other name is good education, and bad education by any other name is indeed bad education.

There are no easy answers to the problems facing public education. No matter how much we elucidate or how profusely we describe the problems, very few answers will be forthcoming in the near future. The present and future trend seems clear. Attack! Attack! Attack! Criticize! Criticize! Criticize!

If it appears that I am overstating or overdramatizing this trend, I invite you to visit school board meetings and schools personally. Talk to board members, superintendents, teachers, and the parents who are professional school district watchers in order to obtain a comprehensive view of those closest to the scene. It probably would be more accurate to indicate that "the criticism

trend" is more prevalent in the more urban public school districts where there is a socio-economic and ethnic mixture. Suburban districts, however, also receive their fair share of attack.

Do not believe that criticism is necessarily relegated to verbal or written statements which focus on ways to improve the educational institution. Although some of the studies on violence in the schools have indicated that a plateau has been reached, significant numbers of incidents continue to occur. The issue on which I wish you to focus, however, is the increase in physical criticism and attacks on public officials. The tragic killing of Superintendent Marcus Foster in Oakland was not an isolated case. At one time a contract was out on the life of another large city California superintendent. Recently a Long Island superintendent was killed by his former business manager.

Two years ago, while I was conducting a staff meeting, a teacher, high on something, burst into the room and grabbed my head. He and a baseball-bat-holding friend then left as quickly as they entered. During a November 1978 Berkeley Board meeting, an angry parent walked to the Board table and put her finger in the face of two Board members and dared them to do anything about it. The car of a Bay Area Board member was surrounded and pounded by angry striking teachers last year after a public meeting.

The attached news clippings vividly describe how members of the Berkeley Board were literally chased out into the street after one meeting was disrupted. A mock funeral, symbolizing the demise of education in Berkeley, was staged by citizens and staff at another session.[2]

The point I wish to make is that public education is indeed under heavy attack and criticism. Censure is not limited to verbal reproof. Those who function in the public arena are becoming only too aware that it is not just Presidents or national political leaders who are coming under physical attack. More and more local politicians and officials are also being condemned for the views they hold, the recommendations they make, or the way they vote. The San Francisco killings of Mayor George Moscone and Supervisor Harvey Milk are sad, recent examples of this trend.

SCHOOL FINANCE: IMPLICATIONS FOR CHANGING PATTERNS OF SCHOOL GOVERNANCE

Proposition 13 and State Governance

Let us now move to the issues of school finance and governance. To most educators or the public in general, these have not been the glamour topics. Competency-based education, experimental schools, or metro-desegregation, as examples, have been the discussion stoppers. Yet, finance and governance have more real potential for determining the direction of education in the next decade than any short-term, glamour program trends.

It is frequently stated that "he who pays the gold, controls." The most pointed example of this axiom is "the fall-out" finance and governance issues surrounding the passage of Proposition 13 in California. This decision, I believe, will not only change the governance patterns for education in California, but has implications for how public education will be governed in states which pass similar legislation.

Prop 13 was placed on the ballot with over one million voters signing petitions of support. This past June, the initiative drew about a 60% turnout of eligible voters in an off-year election and was carried by an overwhelming 64% majority of the citizens voting. Over seven million dollars of revenue was lost to cities, counties, school districts and special districts as a result of the passage of this initiative. For school districts this represented a loss of approximately 54% of the property tax receipts and over 29% of the total revenue available to the schools.[3] Post-election analyses about the impact of Prop 13 on tax relief measures in other states generated a lot of interest. Some commentators even stated that California might be an isolated example of revenue reductions because of public reaction to high taxes. The reception of Howard Jarvis as a near national hero by citizens and politicians across the country changed that naive thinking very quickly. Candidates running for various public office in the November election began to campaign heavily on the coattails of Prop 13. Promises of controlling expenditures and cutting out the fat were campaign pledges made by candidates in Massachusetts, Illinois, New York and even in California as a way of obtaining the votes of the citizenry and as a way of being responsive to the needs of the public.

The desperate last-minute appeal of Senator Percy, of Illinois, puts the entire issue in perspective.

> There, in a 30-second television commercial, was the usually dapper and composed Senator Charles Percy of Illinois looking haggard and close to tears. Staring

> straight into the camera, the one-time presidential aspirant implored millions of unseen viewers: "I got your message and you're right. Washington has gone overboard, and I'm sure that I've made my share of mistakes, but your priorities are mine too. Stop the waste. Cut the spending. Cut the tax."
>
> The voters got Percy's message too. He was saved from the brink of defeat and returned to the Senate. He had belatedly discovered what most candidates had learned much earlier in the campaign. If they wanted to get elected, they had better propose some kind of cut in taxes or spending or both. The American people had soured on costly government and demanded relief--now. That was, as much as any, the message of last week's off-year elections.[4]

The implications of this trend are grave for institutions of education across the country. Public education in America has been built on the cornerstones of local tax support and local control by boards of education. With the drastic reduction of local revenue, will there also be a concomitant reduction in local control? It is clear as a result of the legislative events which took place in California during the summer of 1978 that significantly more control of California educational programs now resides with the Governor, the State Legislature, the State Board of Education, and the State Department of Education. The degree of power which rests with the local school authorities--board of education, management and teachers--has not as yet been determined. Again, however, if we review the concept of "he who pays the gold, controls," a fairly quick answer may be obtained.

I believe the issue will become clearer if we take a few minutes to review post-Proposition 13 legislation. If this analysis does not provide us with a crystal-clear answer, at least the fuzziness surrounding the issue might be brought into better

focus. The financial support to California schools since the passage of Prop 13 has substantially come from the state surplus. The surplus was distributed to school districts under the provisions of a bloc grant concept outlined in Senate Bill 154. The bill reduced the funds available to local school districts by a percentage ratio of from 10% to 15% of revenue that would have been received if Prop 13 had failed.

The bloc grant concept only means that school districts were provided the opportunity to receive an allotment of money which was both discretionary and categorical. The categorical apportionment moneys were for programs such as educationally disadvantaged youth, bilingual, mentally gifted minor, driver education, and special education, as examples. Also a category of money was earmarked for the State Superintendent's newly initiated School Improvement Program. The rest of the bloc grant was discretionary for programs established under the jurisdiction of local boards of education. SB 154 provided local school districts with the option of operating child care and parent nursery programs at levels suitable for school district needs. If some districts decided such programs were not their priority, then school authorities in those districts could utilize the funds for other programs.

In addition, adult education requirements were restricted just to maintaining courses outlined in the State Education Code. Also summer school was a discretionary program not required for implementation in the bailout bill. Senate Bill 154 with the provisions

I have outlined, was signed by the Governor on June 24, 1978. Most school superintendents and boards of education had resigned themselves to the reality of Prop 13 and had begun to design their school district budgets and programs according to locally established priorities. This concept was to change drastically between June and September; and it is this trend which has significant ramifications for school districts everywhere.

Once special interest groups found that programs which they supported were not clearly protected in the categorical provisions of SB 154, a tremendous amount of lobbying of legislators and the Governor took place. The effectiveness of their efforts can be found in Senate Bill 2212, approved by the Governor on June 30, 1978. This bill indicated that school districts really did not have discretion in planning either their child care or parent nursery programs. In addition, if districts had anticipated the possibility of the passage of Prop 13 and began to reduce expenditures substantially during the 1977-78 fiscal year in order to generate a substantial ending balance, they were penalized under this bill.

SB 2212 required the support of child care and parent nursery programs in each district which had supported these programs with local tax assessments the previous school year. Not only did the bill mandate the implementation of these programs, but it required districts to support the programs at levels not less than the percent of revenue to be received through the bloc grant provisions in Senate Bill 154. If Berkeley was to receive 85% of its expected

1978-79 budget under the bailout bill, then Berkeley was required to support, as a minimum, child care and parent nursery programs at a level equal to 85% of the previous year's program. This bill also indicated that no state funds would be made available to local agencies which provided a cost-of-living wage or salary increase during the 1978-79 fiscal year greater than the cost-of-living increase provided for state employees.

Next, came the State of California's Budget Act in July, and guess what it included? The Governor bluelined the 5% salary increase for state employees. This decision meant that no state employee would receive a raise. Because of the controlling language in SB 2212, no school district employee would now be able to receive a raise, even if a surplus was available for a local board to distribute in this manner. In addition, programmatic restrictions on adult education, summer school, and driver education were also spelled out in the Budget Act. Finally in September, after all school districts had passed their budgets in August and had submitted them to the County Superintendent of Schools, the California Legislature passed a fourth bill called Senate Bill 1432. This bill removed from the budgets of some school districts moneys earmarked for non-immigrant and non-citizen student reimbursements. For Berkeley this meant the loss of approximately $275,000 after our budget had been finalized.

It is difficult to generalize or predict the replication of California type legislation in other states. But it does seem urgent for the National Council on Educational Research to give

this topic serious consideration because of the implications for governance, policy, and programmatic decisions which could result from a duplication or multiplication of the California experience. Close scrutiny of new legislation specifying the nature of financial and educational control of schools in several other states should give added direction to what the future might hold for public education across the nation. In California, like in other states, local boards are, of course, an arm of the State Legislature. But none of my colleagues has ever previously experienced the state's arm being so long. Since California is such a trend-setter, it seems reasonable to expect that as other states eliminate the local property tax as the mainstay of support for local school districts, we will observe an increase in the control of education from state capitols. Education will progressively become a much more "political institution" than either the public or educators have experienced in the past.

Proposition 13 and Local Governance

The results of the November general elections indicate that there is indeed a national, regional, and local trend toward a more frugal use of the public's dollar for government activity.

Local school boards are a reflection of the ideals and desires of a local population about school programs. It seems realistic for us to expect a new school board election trend. It is my belief that a significant number of school board members will be elected who can be responsive to a more efficient use of

dollars. Citizens who make their living as bankers, as management specialists, or as experts in the field of data processing will have a more attractive set of credentials for dealing with the pressing issues of local school finance than citizens who are generalists and just committed to quality educational programs. The successful candidates may well be those who can persuade their constituencies that costly school programs can be controlled and made more cost effective only when policy makers who understand the intricacies of school finance and business management are elected to govern local school districts.

As boards of education become more populated with citizens who have expertise in fiscal affairs, the selection of superintendents will reflect the membership of the boards. This is not a new happening at all. Boards of education generally mirror the philosophy and thinking of those citizens closest to the schools. During the time when alternative education, open education, and nongradedness swept the country, superintendents who could give leadership and direction to those types of educational activities had the selection edge. It is only reasonable to expect that superintendents selected in the near future will tend to be more knowledgeable, more expert, and more dedicated to financial efficiency than has been the trend in the recent past. The recent selection of a superintendent of schools for Minneapolis is a case in point. After John Davis retired as superintendent of that school system, the board of education was intent upon finding a candidate who had a considerable reputation and experience in

balancing budgets and in operating educational programs under reduced revenue restrictions. The final result of the selection process was the selection of just such a person. The implications of this trend of selecting a superintendent because of his financial expertise, rather than the practice of selecting generalists who are knowledgeable in a number of fields, should also be of interest to this Council. The types of educational programs planned and supported by top administrative staff will, of course, be significantly influenced by the new types of superintendents. The selection of deputy, associate, and assistant superintendents, will be most critical in these districts. Educational leadership will fall more to these administrators because the priority of the superintendent will be fiscal management.

LABOR, MANAGEMENT FRICTION AND THE PUBLIC SCHOOLS

Less Money - More Friction

Debates at conferences sometimes focus so much on finance, governance, research, policy and program evaluation that the day-to-day classroom activities are forgotten. The quality of the teaching and learning milieu is what's important to parents. The average parents could care less about esoteric methodology and research findings. Parents are concerned most about the delivery of basic skills. Good educational programs, though, do cost money. It seems ironic, but it is quite possible, that the desire of parents for improved test scores, a reduction in school violence,

and more individual student attention is now not as likely to come about in public schools in California or in other states as a result of Prop 13 type balloting. I find it difficult to separate the trend of reduced revenue, from its siblings, labor-management friction and desirable instructional programs.

Fewer dollars for local school districts will mean that there will be fewer financial fringe benefits for teachers, fewer teachers will be employed, and working conditions will not be as liberal as in past years. These types of restrictions can only mean a more intense relationship between local labor organizations--by whatever name--and school district management. School boards and their negotiators will have extreme difficulty providing cost-of-living increases and substantial hospital, dental, and life insurance benefits during a time of shrinking financial resources. The NEA, the AFT, classified employee organizations and their affiliates have all grown strong because of benefits the memberships have been able to derive through the negotiations process. In California, no teacher, support staff, or administrative staff member was able to receive a salary increase this school year. In Berkeley, staff members have not received increases during two of the last four school years. Such restrictions are antithetical to the purposes of labor organizations. During the recent summer NEA convention in Dallas, Texas, NEA President John Ryor spoke about the NEA's action plan to combat the effects of Prop 13 type revenue cuts.

> If the tax revenues of each state across this land of ours came under similar attack, theoretically two out of every five teachers sitting in this hall today would not have a teaching position next year, and the implications for public education and for those of you left to carry on the teaching of children would be horrendous. We cannot, and we will not, let that happen. NEA and our state local affiliates will be fighting job reductions wherever they're proposed.[5]

The fighting of position cutbacks by labor organizations can mean only one thing--a more intense relationship with school district management. This fight may take the shape of just more intense negotiations. California and other states in similar predicaments, however, may find labor organizations moving toward greater state and regional control of bargaining activities. The California Teachers Association has shown its strength by winning most of the state's collective bargaining elections two years ago. CTA claims a membership of more than 150,000 compared with the rival California Federation of Teachers having about 25,000.

The topic of merger between the state's two teacher organizations will probably be discussed extensively among teachers for the next several years. In New York state, for approximately three years, there was a coalition of the two teacher organizations. This merger, however, dissolved a couple of years ago. Until the first week in December, the NEA and AFT affiliates in San Francisco were very, very close to merging. We can probably expect the emergence of more proposals for statewide salary schedules, regional and statewide negotiations. I would not be surprised to find regional strikes taking place in the State of California during the 1979-80 school year if it is not possible to provide salary increases for the second year in a row. This past

summer, a considerable amount of discussion was heard throughout California concerning the possibility of a statewide education employee strike for September 1978 as a reaction to the passage of Prop 13. Along with the possibility of more statewide labor organization control over the salaries of teachers, will be the influence of labor organizations on the governance of the school activities within each district. When districts are not able to provide raises to employees, school boards frequently are hard hit by labor negotiators for working condition benefits as a substitute.

It seems certain that the relationships between labor and management will heat up as negotiations begin over significant issues such as the length of the school day, the evaluation of teachers, lesson preparation time, supervision of extracurricular activity, and class size. As school boards grant employees fewer working hours and increase class size, the quality of the programs is going to suffer. Students who are deficient in skills need to be exposed to more instructional time, not less. They need to be in smaller classes, not larger.[6,7]

More Friction Means Fewer Public School Students

More importantly, the after-effect of major disagreements between boards and labor organizations over scarce resources can be the straw that breaks the camel's back. If more and more negotions break down and labor organizations withhold services in order to have their demands met, both the school boards and the unions will find that they are governing fewer and fewer

middle-income parents and youngsters. More and more urban parents (I should hasten to add majority and minority) are "voting on the quality of education with their feet." Those families who can afford to move to private schools will quickly do so, and urban public schools will be left not just to the minorities, but to students who are poor. Increased school district disruptions will have the same effect on the middle-income minority students as majority students. A recent U.S. Census Bureau report indicates that blacks are moving to suburbs in higher numbers than ever. The study indicates that 34% more blacks were living in suburbs in 1977 than in 1970. Edward Holmgren, Executive Director of the National Committee Against Discrimination in Housing, is quick to add, however, that one reason why the figures show more blacks living in suburbs is that the poor housing conditions of the nation's cities have spread to the suburbs.[8]

In contrast, a recent article entitled "The Black Middle Class: Making It" by William Brashler states that there is an increased class differentiation taking place among blacks.

> The Kerner Commission had cursorily concluded that the black middle class, though "rapidly enlarging," would not open up "an escape hatch from the ghetto." The conclusion was wrong, with few exceptions, for the new black middle class, led by a segment of upwardly mobile young professionals, has opened a double-door exit from the ghetto. These blacks are moving from the old neighborhoods, the ghettos, slums, and even the projects, into fashionable rental and condominium developments, integrated neighborhoods, chic sections of big cities, and even the suburbs.

Majority, minority, low-income and middle-income parents all want good instructional programs for their children. The

significant difference is that some parents are able to buy a good education and other parents must accept what is available in the public schools of their community.

An alternative to the trend of urban middle-income parents placing their youngsters into private schools seems to occur under certain conditions. When a substantial number of such families live in a local school community, can participate extensively in school activities and can share in the leadership of the educational program of the local urban public school, middle-income parents will use the public schools. When middle-income parents are not able to participate as the dominant governing force in a local community, private schools are the trend for this group. Middle-income parents are class orientated. The education of their children is class "planned." Their youngsters will either go to a public middle-class school, an urban private school, or a suburban school. Middle-class parents tend not to desire the melting pot school. You say, what about the suburban public schools? Suburban school systems (except for those in poor areas) have already become a public/private school type system. School systems such as Moraga in the San Francisco-East Bay area, Beverly Hills in the Los Angeles area, Winnetka on the Chicago North Shore and Manhasset on Long Island are similar type school districts, irrespective of location or name. They provide a public school education for middle-income youth.

It is not an accident that the voucher plan is finding substantial support at this time. The concept or some spin-off of

the plan is perceived by many to be the last hope for parental choice in the selection of desired teachers and services in either the public or private schools.

Labor organizations and school district management both have a vital interest in public schools. It is a paradox of the present social milieu, however, that these two parties may push more students into the private schools. Strikes, worker slow-downs, harsh or ominous negotiations, or just bad public relations will not generate more interest in public schools. Many parents have been pulling their youngsters out in relatively calm times.

A substantial increase in labor-management friction will only hasten this trend. "Parties who live in glass houses really cannot afford to cast stones at each other."

EPILOGUE

Society is fickle. The institution of public education has probably been more responsive to the needs of the people it serves than any other American institution. Yet it is and will be under attack for sometime to come. The realities of school finance should be clear to all. Public institutions are going to receive substantially less money and therefore will have less to spend. Less money for school employees will indeed bring on more friction. The big question is, whether increased friction between management and labor will really push more kids into the private schools?

For the short haul, I would hypothesize yes. For the long haul, I say no! Good private schools cost a considerable amount of money. Couple this with the fact that the country seems to be heading toward some type of recession, and the idea of private schools may not be as attractive.

Rather than parents paying both taxes and private school tuition, it would appear to be cheaper to move to a "public-private" school suburb! I predict that this trend will increase, not decrease, irrespective of the highway traffic jams.

FOOTNOTES

1. Scott Buchanan, (ed.), "The Republic," The Portable Plato, p. 546.

2. Newspaper clippings from the June 13, 1976 Post; June 9, 1976 Berkeley Gazette; and June 10, 1976 Daily Californian.

3. L. Laszlo Echer-Racz, "Coping with Proposition 13," Today's Education, Vol. 67, No. 3 (September-October, 1978), pp. 40-41.

4. "Got Your Message," Time, November 20, 1978, p. 16.

5. NEA Reporter, Vol. 17, No. 3, p. 1.

6. "Smaller Class Size Can Be Helpful If," Education U.S.A., May 15, 1978, p. 281.

7. Anita Summers and Barbara Wolfe, "Which School Resources Help Learning? Efficiency and Equity in Philadelphia Public Schools," Business Review, February 1975, pp. 19-20.

8. "Black Population Shifts to Suburb," The Independent Gazette, December 2, 1978, p. 5.

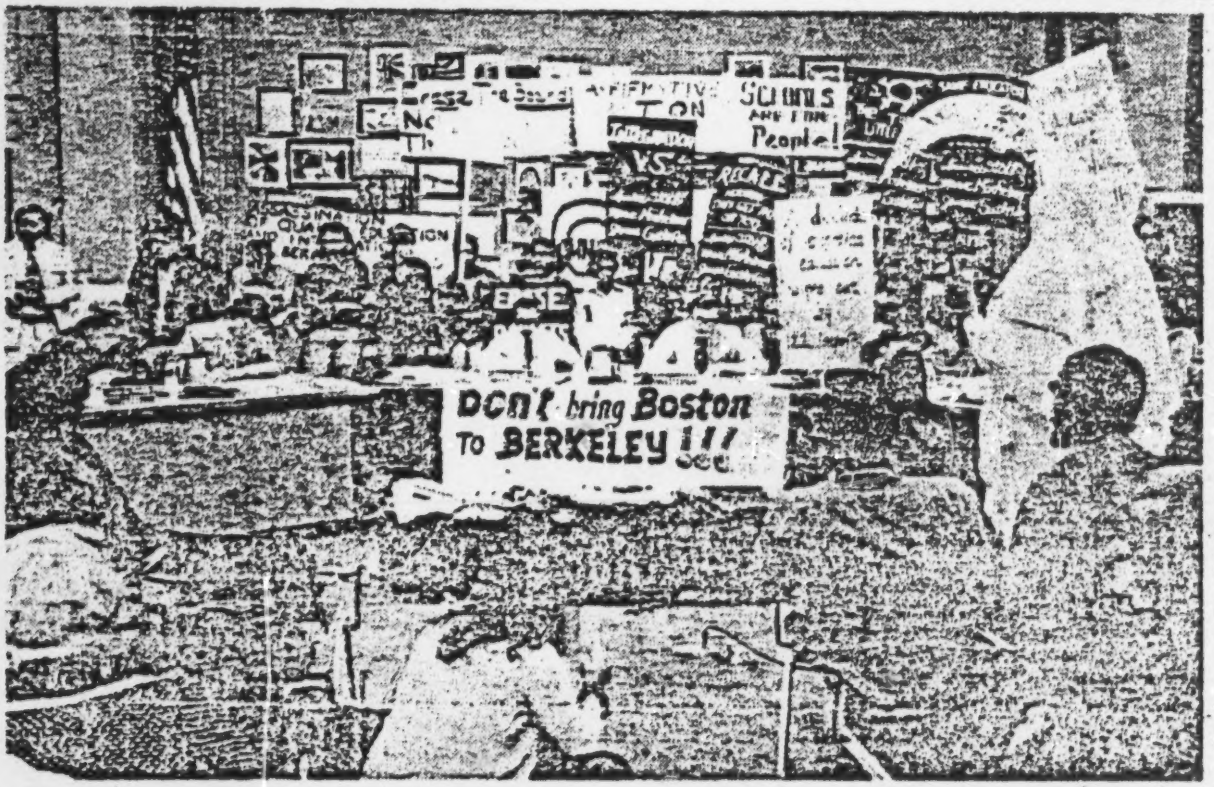
9. William Brashler, "The Black Middle Class: Making It," The New York Times Magazine, December 6, 1978, p. 35.

Y 6-9-76

School board under siege

Chased into streets, board will ponder protective steps

Vol. 2 No. 65. Sun., June 13, 1976 630 20th Street, Oakland, Calif



SCHOOL BOARD PROTEST - Members of the Committee against Racism in Education staged a mock funeral for integrated education in Berkeley recently to protest layoffs of 811 teachers and classified personnel.

Protests continue over Berkeley teacher layoffs

Daily Cal 6-10-76

Angry Crowd Harasses School Board

By MAURA DOLAN

The Berkeley school board is considering meeting under police guard tonight after three board members were chased, shoved and surrounded by a hostile crowd at a meeting earlier this week.

Nearly 100 angry persons, many of whom Board Member Louise Stoll said she recognized as teachers, parents and students, stormed a school-board workshop Tuesday night, forcing Stoll and two other board members to flee.

Chanting and carrying signs, the crowd invaded the meeting only minutes after it had begun. The group demanded the district rehire 122 certificated employes whom Stoll and board members Marc Monheimer and Jim Guthrie had voted to lay off last month.

'Fascists'

The two members who voted not to balance the district's budget with layoff — Mary Jane Johnson and Gene Roh — were not harassed. But Stoll, Monheimer and Guthrie left the meeting with the crowd close behind, calling them "fascists" and "racists."

Stoll, who is also a full-time student here, said the crowd surrounded her van, preventing her and Guthrie from leaving. Monheimer went to the police for aid and the crowd dispersed.

"We were pushed and shoved around and not one person came to help us," said Stoll, adding that she may press charges against those she recognized in the crowd.

She said police have been asked to assure peace at tonight's meeting. If meetings continue to be disrupted, she said, the board will meet in closed session with only the press and a few members of the public present.

"It's an outrage that the community allows its board meetings to be disrupted by a bunch of hooligans," Stoll said. She said she does not object to peaceful protests.

Tuesday's workshop culminated a recent series of hostile board meetings that have threatened to become violent.

Minority Layoffs

At a meeting last month, the board had to adjourn several times because members could not be heard over insults flung at them by a crowd protesting cutbacks and layoffs. At another meeting, Board Member Johnson pleaded with the crowd not to cause trouble after the board received warnings of a violent confrontation.

Much of the tension was caused by layoffs of Third World teachers. The last hired in the district, minority teachers were the first fired under seniority laws.

Racism Charged

Community members have accused the three white board members who voted in favor of layoffs of reneging on the district's commitment to affirmative action and integration. The racial issue became more pronounced when Third World board members spoke of "institutionalized racism" and voted against the layoffs while white board members argued in favor of them.